

SECONDARY CURRICULUM
COURSE SYLLABUS

<h1>English 8 - 2020</h1>

Curriculum & Professional Development Division

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Las Vegas, NV 89121

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CPD-LIT/SE-S2020

PREFACE

The course syllabus reflects the philosophical position outlined in the Professional Domains and Standards and the Course of Study approved as policy by the Clark County Board of School Trustees. The purpose of the syllabus is to establish minimum basic concepts for each course. **Teachers will use this syllabus in all English 8 – 2020 classes.**

The **course scope and goals** are statements of broad direction and should facilitate the designing of a program that will meet the needs of students.

The **benchmarks** provide a correlation of the syllabus objectives to Nevada State Content and Performance Standards. They also provide the scope and instructional timeline for each quarter of the school year.

The **course structure** is an overview of the general concepts to be included in the major areas of emphasis. The numbers to the right of the structure refer to the performance objectives in the body of the syllabus.

The **performance objectives** are the minimum expectations of the completed course. They are organized statements which will be used to measure student achievement. Each objective statement includes Bloom's Taxonomy and the Nevada content standard(s) to which the objective relates.

For suggestions and suggested resources that provide an extension to regular classroom methodology and offer additional approaches for translating the performance objectives into actual instructional activities, see the secondary language arts curriculum resources at Interact > CPD > Literacy.

The Curriculum and Professional Development Division and a teacher task force developed this syllabus. Syllabi are in continuous revision. Teachers should recommend additions or revisions to the appropriate department of the Curriculum and Professional Development Division.

SYLLABUS KEY: (EXAMPLE)		
Concept one	1.	WORD KNOWLEDGE
Concept one, Objective one	1.1	THE STUDENT WILL USE CONTEXT CLUES TO DETERMINE MEANING OF UNKNOWN WORDS.
Correlation to course goal and Nevada State Standard		(8) [NS: 1.8.4]
Concept one, Objective one, Suggestion A	1.1.A	SUGGESTION: Model the use of specific context clues: definitions, examples, contrast, cause and effect, synonyms, and repeated sentence patterns. Provide appropriate signals for the use of each type of context clue. Demonstrate inferring a word's meaning from a passage that provides a general context for a particular word.

COMPONENTS OF AN EFFECTIVE LESSON

INTRODUCTION

- Set the stage for the lesson. Examples of introductory activities may include note-taking, group activities, predicting, etc.

DAILY REVIEWS

- Provide review for short-term memory of recently taught material.
 - Provide immediate and meaningful feedback when correcting homework.
 - Keep reviews and homework checks brief.

DAILY OBJECTIVE

- State and post the objective(s) before introducing the lesson.
- Have students record the objective(s).

CONCEPT AND SKILL DEVELOPMENT AND APPLICATION

- Teach the big concepts.
- Provide the “why” for rules.
- Link concepts to previously learned material and/or real-world experiences.
- Use a variety of techniques to address student needs, including oral recitation, note-taking, and activities.
- Hold students accountable for taking notes and keeping records.
- Use ongoing, formative assessment to make instructional decisions.

GUIDED / INDEPENDENT / GROUP PRACTICE

- Conduct practice at different times throughout the lesson to help students process information.
- Use a variety of activities and groupings to address student learning needs.
- Structure classroom time for student reflection, inquiry, discovery, discussion, problem-solving, and analysis.

HOMEWORK

- Assign homework that aligns with curriculum objectives and reinforces skills and concepts taught.
- Include a variety of activities and assessment items.

CLOSURE

- Review the skills and/or concepts taught.
- Provide a variety of ways for students to explain what they have learned and how to apply the concepts.

LONG-TERM REVIEW

- Integrate ongoing, periodic review into lessons to maintain student skills, address deficiencies, build conceptual understanding, and prepare for high stakes tests.

TEACHER EXPECTANCIES

Success on Success Model	Teach students how to study effectively and efficiently. Determine if students are visual, auditory, or kinesthetic learners, and use instructional strategies that support each of these learning styles.
Student -Teacher Relationships	Encourage students to learn and to stay in school by communicating positively with them.
Use Simple Straight-Forward Examples	Use simple, straight-forward examples in initial teaching which help students focus on the big idea.
Assessment	Assess the progress of students throughout the lesson, and adapt the lesson according to student performance. Assessment should be balanced.
Note-Taking	Require and accommodate student note-taking. Notes include vocabulary, notation, concept development (pictures), pattern development, explanations for “tricks,” as well as problems.
Vocabulary	Emphasize vocabulary, and require students to use appropriate vocabulary to describe their learning.
Reading	Assign reading for daily lessons, explicitly introduce vocabulary, preview reading, make connections, check for understanding, and provide correction as needed.
Writing	Assign writing that causes students to think, reflect, organize their thoughts, and be able to express their knowledge.
Facts and Procedures	Provide students the “why” for rules and procedures.
Technology Implementation	Demonstrate the use of technology, and require students to use technology to build on concepts and skills.
Problem Solving Process	Model and utilize a variety of problem solving techniques.
Memory Aids	Use devices such as mnemonics, oral classroom recitation, linking, and note-taking.
Questioning Strategies	Incorporate different types of questions into daily lessons that include higher level questioning techniques; require students to think and discuss their understanding. Use effective wait time for student responses.

BLOOM'S TAXONOMY

<u>TAXONOMY LEVEL</u>	<u>OPERATIONAL DEFINITION</u>	<u>ILLUSTRATIVE BEHAVIORAL TERMS</u>
KNOWLEDGE	<ul style="list-style-type: none"> Refers to the ability to remember previously learned material Recalls of a wide range of material, from specific facts to complete theories Brings to mind the appropriate information Represents the lower level of learning outcomes in cognitive domain 	Defines, describes, identifies, labels, lists, matches, names, reproduces, states
COMPREHENSION	<ul style="list-style-type: none"> Refers to the ability to grasp the meaning of material Translates material from one form to another (words to numbers); interpret material (explain or summarize) Goes one step beyond simple recall 	Converts, explains, extends, generalizes, gives examples, infers, paraphrases, rewrites, summarizes
APPLICATION	<ul style="list-style-type: none"> Refers to the ability to use learned material in new and concrete situations Includes the application of such things as rules, methods, concepts, principles, laws, and theories Requires a higher level of understanding than those under comprehension 	Changes, computes, demonstrates, discovers, manipulates, operates, prepares, produces, relates, shows, solves, uses
ANALYSIS	<ul style="list-style-type: none"> Refers to the ability to break down material into its components so that organizational structures may be understood Includes identification of parts, analysis of relationships between parts, and recognition of organizational principles involved Represents a higher intellection level than comprehension and application because they require an understanding of both content and structural form of the material 	Breaks down, diagrams, differentiated, discriminates, distinguishes, outlines, points out, relates, selects, separates, sub-divides
SYNTHESIS	<ul style="list-style-type: none"> Refers to the ability to put parts together to form a new whole Involves the production of a unique communication (theme of speech), a plan of operations (research proposal), or set of abstract relations (scheme for classifying information) Stresses creative behaviors, major emphasis on formulation of new patterns or structures 	Combines, compiles, composes, creates, devises, designs, generates, modifies, organizes, plans, rearranges, reconstructs, reorganizes, revises, rewrites, writes
EVALUATION	<ul style="list-style-type: none"> Involves the ability to judge the value of the material (statement, novel, poem, research report) for a given purpose Bases judgments on definite criteria such as internal criteria (organization) or external criteria (relevant to the purpose); determine the criteria or be given them Ranks highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgments based on clearly defined criteria 	Compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes: <u>All of the foregoing with supportive evidence</u>

REPRODUCTION OF COPYRIGHTED WORKS BY EDUCATORS

Administrators, teachers, librarians, and other District personnel must comply with the United States copyright laws and congressional guidelines. The following are select provisions from the United States Copyright Office *Circular 21, Reproduction of Copyrighted Works by Educators and Librarians*. [Library of Congress, Copyright Office] The internal numbering/sequence is taken directly from *Circular 21*. Administrators, teachers, and librarians should also review the entire text of *Circular 21* at <http://www.copyright.gov/circs/circ21.pdf>.

FAIR USE IN GENERAL

In determining whether the use made of a work in any particular case is a fair use the factors to be considered shall include –

- (1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;
- (2) the nature of the copyrighted work;
- (3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
- (4) the effect of the use upon the potential market for or value of the copyrighted work.

BOOKS AND PERIODICALS

Guidelines

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

- A. A chapter from a book;
- B. An article from a periodical or newspaper;
- C. A short story, short essay or short poem, whether or not from a collective work;
- D. A chart, graph, diagram, drawing, cartoon or picture from a book, periodical, or newspaper;

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; and,
- C. Each copy includes a notice of copyright

Definitions

Brevity

- (i) Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.
- (ii) Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

[Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.]

- (iii) Illustration: One chart, graph, diagram, drawing, cartoon or picture per book or per periodical issue.
- (iv) “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “ii” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

- (i) The copying is at the instance and inspiration of the individual teacher, and
- (ii) The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

- (i) The copying of the material is for only one course in the school in which the copies are made.
- (ii) Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, nor more than three from the same collective work or periodical volume during one class term.
- (iii) There shall not be more than nine instances of such multiple copying for one course during one class term.

[The limitations stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.]

III. Prohibitions as to I and II Above

Notwithstanding any of the above, the following shall be prohibited:

- (A) Copying shall not be used to create or to replace or substitute for anthologies, compilations or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.
- (B) There shall be no copying of or from works intended to be “consumable” in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

- (C) Copying shall not:
 - (a) substitute for the purchase of books, publishers' reprints or periodicals;
 - (b) be directed by higher authority;
 - (c) be repeated with respect to the same item by the same teacher from term to term.
- (D) No charge shall be made to the student beyond the actual cost of the photocopying.

MUSIC

A. Permissible Uses

1. Emergency copying to replace purchased copies which for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, single or multiple copies of excerpts of works may be made, provided that the excerpts do not comprise a part of the whole which would constitute a performable unit such as a section*, movement or aria, but in no case more than 10 percent of the whole work. The number of copies shall not exceed one copy per pupil.**
3. Printed copies which have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
4. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the educational institution or individual teacher.
5. A single copy of a sound recording (such as a tape, disc or cassette) of copyrighted music may be made from sound recordings owned by an educational institution or an individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the educational institution or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright which may exist in the sound recording.)

B. Prohibitions

1. Copying to create or replace or substitute for anthologies, compilations or collective works.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests and answer sheets and like material.
3. Copying for the purpose of performance, except as in A(1) above.
4. Copying for the purpose of substituting for the purchase of music, except as in A(1) and A(2) above.
5. Copying without inclusion of the copyright notice which appears on the printed copy.

BROADCAST PROGRAMMING

- (1) The guidelines were developed to apply only to off-air recording by non-profit educational institutions.
- (2) A broadcast program may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days

after date of recording. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

- (3) Off-air recordings may be used once by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) day calendar day retention period. "School days" are school session days—not counting weekends, holidays, vacations, examination periods, or other scheduled interruptions—within the forty-five (45) calendar day retention period.
- (4) Off-air recordings may be made only at the request of, and used by, individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
- (5) A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.
- (6) After the first ten (10) consecutive school days, off-air recording may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.
- (7) Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.
- (8) All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.
- (9) Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

GRADUATE PROFILE CORRELATIONS

GOALS FOR CLARK COUNTY SCHOOL DISTRICT INSTRUCTION

The following goals represent learning outcomes expected in all courses for all Clark County School District students. These goals will be integrated in context with instruction within each content area in order for students to understand and apply the fundamentals of English, mathematics, science, civics and government, history, geography economics, arts, and health fitness.

1. COMMUNICATION

READING

The student will locate, comprehend, and interpret written information. This will include, but not be limited to, books, papers, manuals, graphs, and schedules.

WRITING

The student will organize, compose, proof, and edit written material appropriate to the course.

SPEAKING

The student will organize, compose, and present material orally.

LISTENING

The student will receive, interpret, and respond to oral communications, taking into account both verbal and nonverbal cues.

2. RESOURCES / INFORMATION

The student will acquire, organize, interpret, and process information to make the maximum use of time, money, material, and personnel resources.

3. SYSTEMS / TECHNOLOGY

The student will use appropriate technology to function effectively in various organizational systems.

4. INTERPERSONAL SKILLS

The student will demonstrate effective interpersonal skills by cooperating in team situations; asserting leadership when appropriate; negotiating differences and appreciating diversity; and being willing to share skills, knowledge, and material with peers.

5. PROBLEM SOLVING

The student will use analytical, logical, and creative thinking skills to solve problems, make decisions, make reasonable judgments, and generate new ideas.

6. PERSONAL INVENTORY

The student will evaluate career choices and long-term options based on personal criteria.

WHERE AM I?

The student will assess his/her existing interests, aptitudes, knowledge, and skills. Personal qualities such as self-confidence, responsibility, integrity, and honesty will be a part of the self-assessment.

WHERE DO I WANT TO GO?

The student will explore a wide array of career options at all levels to formulate long-term goals.

HOW DO I GET THERE?

The student will interrelate his/her present status with personal long-term goals to determine the best course of action to achieve the long-term goals.

GRADUATE PROFILE SYLLABUS CORRELATION

ENGLISH 8 – 2020

The following correlation shows a sampling of objectives that meet the various goals of the Graduate Profile.

GRADUATE PROFILE GOAL	SYLLABUS OBJECTIVE MEETING THE GOAL
1. COMMUNICATION	1.3-1.5, 3.1-3.19, 5.1-5.40, 6.1-6.13
2. RESOURCES/INFORMATION	2.1-2.4, 4.1-4.10, 7.2-7.4, 8.2, 8.5, 8.7
3. SYSTEMS/TECHNOLOGY	7.1, 8.6
4. INTERPERSONAL SKILLS	7.5, 8.1, 8.3, 8.4
5. PROBLEM SOLVING	2.1-2.4, 8.2, 8.5, 8.7
6. PERSONAL INVENTORY	7.5, 8.1, 8.3, 8.4

The above listing is not intended to be an exhaustive correlation for every objective within the syllabus. There are many other objectives within the syllabus that fulfill one or more of the Graduate Profile Goals. In addition to the specific objectives correlations, the Graduate Profile Goals can be met through using a variety of teaching strategies that reinforce communication skills, encourage the gathering and utilization of resources and information, require the use of various systems and technologies, and enhance the development of interpersonal skills and problem-solving skills. Personal inventories should be an integral aspect of the teaching strategies regularly employed by the teacher.

ENGLISH 8 –2020

Course Scope:

This one-year course will expand students' writing, reading, speaking, listening, and research skills, and will strengthen critical thinking skills. All lessons will relate to the Nevada State English Language Arts Standards. Grammar and mechanics will be taught as essential elements of writing as a process. Literature selections will also serve as models for writing. This is a required course for all eighth grade students.

Course Goals:

1. To further develop critical thinking skills. [NS: 2.8.2]
2. To further enhance the fundamentals of writing as a process. [NS: 6.0]
3. To write for a variety of purposes and audiences. [NS: 5.0]
4. To analyze models of quality writing. [NS: 3.8.1, 3.8.2, 3.8.3, 3.8.5, 3.8.6, 3.8.7]
5. To write and speak using standard English grammar, usage, sentence structure, punctuation, capitalization, and spelling. [NS: 6.8.5, 7.0, 9.8.1]
6. To employ the common terminology needed for the purpose of discussing correct usage, mechanics, and forms of writing. [NS: 5.0, 6.0, 7.0]
7. To use stylistic devices effectively in order to improve writing and begin to develop a personal style. [NS: 6.8.2, 7.8.2]
8. To expand vocabulary and increase spelling proficiency. [NS: 1.8.3, 1.8.4, 1.8.5, 7.8.5]
9. To read and interpret a variety of literature including fiction, nonfiction, drama, and poetry. [NS: 3.0, 4.0]
10. To apply literary terminology in the analysis of literature. [NS: 3.0]
11. To develop effective speaking and listening skills. [NS: 8.0, 9.0, 10.0]
12. To apply library, research, and study skills. [NS: 11.0]
13. To respond respectfully to the ideas of others. [NS: 9.8.1, 9.8.2, 10.0]
14. To develop an understanding of good character and ethics by responding to a wide variety of written and oral communication.
15. To develop an awareness and appreciation of other cultures. [NS: 3.7.3]

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COURSE STRUCTURE

ENGLISH 8 - 2020

COURSE STRUCTURE		PERFORMANCE OBJECTIVES
1.	WORD KNOWLEDGE	1.1 - 1.8
2.	READING PROCESS SKILLS AND STRATEGIES	2.1 - 2.4
3.	LITERATURE	3.1 - 3.19
4.	INFORMATIONAL TEXT	4.1 - 4.10
5.	COMPOSITION/WRITING PROCESS	5.1 - 5.42
	Grammar	5.1 – 5.12, 5.40 – 5.41
	Usage	5.1 – 5.10, 5.40 – 5.41
	Mechanics	5.11 – 5.20, 5.40 – 5.42
	Sentence Structure	5.11 – 5.17
	Paragraph Structure	5.34 – 5.35
	Essay Structure	5.34 – 5.36
	Writing Process Skills	5.21 – 5.25
	Modes of Writing	5.26 – 5.39
6.	COMMUNICATION SKILLS	6.1 - 6.13
7.	RESEARCH SKILLS	7.1 - 7.6
8.	STUDY/LEARNING BEHAVIORS	8.1 - 8.7

1. WORD KNOWLEDGE

1.1 THE STUDENT WILL USE CONTEXT CLUES TO DETERMINE MEANING OF UNKNOWN WORDS.

(8) [NS: 1.8.4]

1.1.A SUGGESTION: Model the use of specific context clues: definitions, examples, contrast, cause and effect, synonyms, and repeated sentence patterns. Provide appropriate signals for the use of each type of context clue. Demonstrate inferring a word's meaning from a passage that provides a general context for a particular word.

1.2 THE STUDENT WILL APPLY KNOWLEDGE OF GREEK AND LATIN ROOTS AND AFFIXES TO DETERMINE WORD MEANING.

(8) [NS: 1.8.3, 1.8.4]

1.3 THE STUDENT WILL APPLY KNOWLEDGE OF CONNOTATION AND DENOTATION.

(8) [NS: 1.8.5]

1.4 THE STUDENT WILL RECOGNIZE AND CORRECTLY USE HOMONYMS, HOMOPHONES, AND HOMOGRAPHS IN WRITING.

(8, 6) [NS: 1.8.5, 5.0, 6.8.5]

1.5 THE STUDENT WILL IDENTIFY AND ANALYZE IDIOMS, ANALOGIES, METAPHORS, AND SIMILES TO INFER LITERAL AND FIGURATIVE MEANING IN TEXT.

(8) [NS: 1.8.5]

1.6 THE STUDENT WILL USE FIGURATIVE LANGUAGE EFFECTIVELY IN WRITING.

(8) [NS: 1.8.5]

1.7 THE STUDENT WILL APPLY KNOWLEDGE OF WORD ORIGINS, ROOTS, STRUCTURES, AND CONTEXT CLUES TO COMPREHEND NEW WORDS IN TEXT.

(8) [NS: 1.8.3, 1.8.4, 2.8.2]

1.8 THE STUDENT WILL USE APPROPRIATE REFERENCES TO VERIFY THE MEANINGS OF NEW WORDS IN TEXT.

(8) [NS: 1.8.4]

2. READING PROCESS SKILLS AND STRATEGIES

2.1 THE STUDENT WILL APPLY THE STAGES OF THE READING PROCESS: BEFORE READING, DURING READING, AND AFTER READING.

(1) [NS: 2.0]

2.2 THE STUDENT WILL DEVELOP A PLAN FOR READING: ESTABLISH A PURPOSE, DETERMINE APPROPRIATE RATE, AND DETERMINE ORGANIZATIONAL STRATEGIES.

(9) [NS: 2.8.1]

2.3 THE STUDENT WILL APPLY A VARIETY OF SKILLS AND STRATEGIES TO AID COMPREHENSION: LOCATING ESSENTIAL INFORMATION, VERIFYING PREDICTIONS, AND MAKING INFERENCES.

(1, 9) [NS: 2.8.3]

2.4 THE STUDENT WILL UTILIZE CRITICAL THINKING SKILLS TO BUILD COMPREHENSION.

(1) [NS: 2.8.1, 2.8.2, 2.8.3, 2.8.4]

- 3. LITERATURE**
- 3.1 THE STUDENT WILL READ AND RESPOND TO VARIOUS FORMS OF LITERATURE.
(9) [NS: 3.0]**
- 3.2 THE STUDENT WILL IDENTIFY CHARACTERISTICS AND ELEMENTS OF VARIOUS LITERARY FORMS.
(9, 10) [NS: 3.8.1, 3.8.7]**
- 3.3 THE STUDENT WILL IDENTIFY AND EVALUATE ELEMENTS OF FICTION.
(9, 10) [NS: 3.8.1, 3.8.7]**
- 3.4 THE STUDENT WILL RECOGNIZE AND ANALYZE SETTING.
(9, 10) [NS: 3.8.1, 3.8.7]**
- 3.5 THE STUDENT WILL ANALYZE THE STAGES OF PLOT DEVELOPMENT.
(9, 10) [NS: 3.8.1, 3.8.7]**
- 3.6 THE STUDENT WILL EVALUATE PLOT, SUBPLOT, AND PARALLEL EPISODES.
(9, 10) [NS: 3.8.1, 3.8.7]**
- 3.7 THE STUDENT WILL IDENTIFY AND ANALYZE CONFLICT.
(9, 10) [NS: 3.8.1, 3.8.7]**
- 3.8 THE STUDENT WILL IDENTIFY AND ANALYZE METHODS OF CHARACTERIZATION.
(9, 10) [NS: 3.8.1, 3.8.7]**
- 3.9 THE STUDENT WILL DISTINGUISH BETWEEN ANTAGONIST AND PROTAGONIST.
(9, 10) [NS: 3.8.1, 3.8.7]**
- 3.10 THE STUDENT WILL MAKE SUPPORTED INFERENCES AND PREDICTIONS ABOUT CHARACTERS' MOTIVES AND CONSEQUENCES OF ACTIONS.
(9, 10) [NS: 2.8.3, 3.8.2, 3.8.7]**
- 3.11 THE STUDENT WILL IDENTIFY AN AUTHOR'S USE OF POINT OF VIEW.
(9, 10) [NS: 3.8.3, 3.8.6, 3.8.7]**
- 3.12 THE STUDENT WILL DETERMINE THE EFFECTS OF AN AUTHOR'S USE OF POINT OF VIEW.
(9, 10) [NS: 3.8.3, 3.8.6, 3.8.7]**
- 3.13 THE STUDENT WILL EXPLAIN AN AUTHOR'S VIEWPOINT AND MESSAGE IN RELATION TO THE HISTORICAL OR CULTURAL CONTEXT OF THE AUTHOR OR WORK.
(9, 10, 15) [NS: 3.8.3, 3.8.6]**
- 3.14 THE STUDENT WILL DISTINGUISH THEME FROM TOPIC.
(9, 10) [NS: 3.8.4]**
- 3.15 THE STUDENT WILL IDENTIFY POSSIBLE THEMES.
(9, 10) [NS: 3.8.4, 3.8.7]**
- 3.16 THE STUDENT WILL ANALYZE THE THEME OF A SELECTION.
(9, 10) [NS: 3.8.4, 3.8.7]**

- 3.17 THE STUDENT WILL IDENTIFY RECURRING THEMES IN SEVERAL SELECTIONS, CITING TEXTUAL EVIDENCE TO SUPPORT CLAIMS.
(9, 10, 14) [NS: 3.8.4, 3.8.7]
- 3.18 THE STUDENT WILL ANALYZE WAYS AUTHORS USE IMAGERY, FIGURATIVE LANGUAGE, AND SOUND DEVICES TO ELICIT READER RESPONSE.
(1, 9, 10) [NS: 3.8.5, 3.8.7, 3.8.7]
- 3.19 THE STUDENT WILL COMPARE STYLISTIC ELEMENTS AMONG TEXTS TO DETERMINE EFFECTS OF AUTHOR CHOICES.
(9, 10) [NS: 3.8.6]
4. INFORMATIONAL TEXT
- 4.1 THE STUDENT WILL USE KNOWLEDGE OF TEXT FEATURES AND COMMON EXPOSITORY STRUCTURES TO COMPREHEND TEXT.
(9) [NS: 4.8.1, 4.8.2]
- 4.2 THE STUDENT WILL IDENTIFY HOW AUTHORS USE TEXT FEATURES TO ACHIEVE THEIR PURPOSES.
(4, 9) [NS: 4.8.1, 4.8.2]
- 4.3 THE STUDENT WILL IDENTIFY AND TRACE THE DEVELOPMENT OF AN AUTHOR'S ARGUMENT, VIEWPOINT, OR PERSPECTIVE IN TEXT.
(9, 4) [NS: 4.8.4, 4.8.3]
- 4.4 THE STUDENT WILL LOCATE, INTERPRET, ORGANIZE, AND SYNTHESIZE INFORMATION FROM TEXTS TO ANSWER SPECIFIC QUESTIONS AND SUPPORT IDEAS.
(9, 4) [NS: 4.8.3]
- 4.5 THE STUDENT WILL IDENTIFY THE MAIN IDEA AND DIFFERENTIATE THAT FROM SUPPORTING EVIDENCE OR DETAILS.
(3, 4, 6, 9) [NS: 4.8.3, 5.8.5]
- 4.6 THE STUDENT WILL IDENTIFY AND ASSESS THE VALIDITY, ACCURACY, AND ADEQUACY OF EVIDENCE THAT SUPPORTS AN AUTHOR'S IDEAS.
(4, 9) [NS: 4.8.4]
- 4.7 THE STUDENT WILL DISTINGUISH FACT AND OPINION.
(9) [NS: 4.8.4, 4.8.5]
- 4.8 THE STUDENT WILL IDENTIFY AUTHORS' PURPOSES.
(3) [NS: 2.8.1, 5.8.4]
- 4.9 THE STUDENT WILL SUMMARIZE AUTHORS' IDEAS AND INFORMATION IN TEXTS.
(3, 9) [NS: 4.8.4, 5.8.5]
- 4.10 THE STUDENT WILL READ AND FOLLOW MULTI-STEP DIRECTIONS TO COMPLETE A COMPLEX TASK.
(9) [NS: 4.8.6]

- 5. COMPOSITION/WRITING**
- 5.1 THE STUDENT WILL APPLY THE RULES OF STANDARD ENGLISH GRAMMAR, USAGE, AND MECHANICS IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.2 THE STUDENT WILL USE NOUNS CORRECTLY IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.3 THE STUDENT WILL USE PRONOUNS CORRECTLY IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.4 THE STUDENT WILL USE CORRECT PRONOUN/ANTECEDENT AGREEMENT IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.5 THE STUDENT WILL USE VERBS CORRECTLY IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.6 THE STUDENT WILL USE CONSISTENT VERB TENSE IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.7 THE STUDENT WILL USE CORRECT SUBJECT/VERB AGREEMENT IN WRITING.
(5) [NS: 7.8.1]**
- 5.8 THE STUDENT WILL USE CORRECT VERB FORMS IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.9 THE STUDENT WILL USE ADJECTIVES AND ADVERBS CORRECTLY IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.10 THE STUDENT WILL USE PREPOSITIONS AND PREPOSITIONAL PHRASES CORRECTLY IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.11 THE STUDENT WILL USE CONJUNCTIONS CORRECTLY IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.12 THE STUDENT WILL USE INTERJECTIONS CORRECTLY IN WRITING.
(5, 6) [NS: 7.8.1]**
- 5.13 THE STUDENT WILL USE DECLARATIVE, IMPERATIVE, INTERROGATIVE, AND EXCLAMATORY SENTENCES.
(5, 6) [NS: 7.8.2]**
- 5.14 THE STUDENT WILL USE VARIED SENTENCE STRUCTURE IN WRITING.
(5, 6, 7) [NS: 7.8.2]**
- 5.15 THE STUDENT WILL USE SIMPLE, COMPOUND, AND COMPLEX SENTENCES.
(5, 6, 7) [NS: 7.8.2]**
- 5.16 THE STUDENT WILL DISTINGUISH AMONG SENTENCE FRAGMENTS, RUN-ON SENTENCES, AND COMPLETE SENTENCES.
(5, 6) [NS: 7.8.2]**

- 5.17 THE STUDENT WILL IDENTIFY AND CORRECT SENTENCE FRAGMENTS AND RUN-ON SENTENCES.**
(5) [NS: 7.8.2]
- 5.17.A SUGGESTION: Review the characteristics of effective sentences and provide students opportunities revise original sentences.
- 5.18 THE STUDENT WILL RECOGNIZE AND CORRECTLY USE INTERNAL AND EXTERNAL PUNCTUATION IN WRITING.**
(5) [NS: 7.8.2, 7.8.3]
- 5.19 THE STUDENT WILL RECOGNIZE AND USE CORRECT CAPITALIZATION IN WRITING.**
(5) [NS: 7.8.4]
- 5.20 THE STUDENT WILL DEMONSTRATE CONVENTIONAL SPELLING IN WRITING.**
(5, 8) [NS: 7.8.5]
- 5.21 THE STUDENT WILL RECOGNIZE AND APPLY THE ANALYTIC TRAITS ASSESSED BY THE NEVADA STATE PROFICIENCY EXAM IN WRITING.**
(2, 3, 5, 7) [NS: 5.0, 6.0, 7.0]
- 5.21.A SUGGESTION: The Nevada State Standards define the teaching of six writing traits: *ideas*, *organization*, *voice*, *conventions*, *word choice*, and *sentence fluency*. Four traits are tested at the state level: *ideas*, *organization*, *voice*, and *conventions*. *Word choice* and *sentence fluency* are imbedded in the Nevada State Analytic Scoring Guide.
- 5.22 THE STUDENT WILL USE THE FIVE STAGES OF THE WRITING PROCESS: PREWRITING, DRAFTING, REVISING, EDITING, AND PUBLISHING.**
(2, 3, 5, 7) [NS: 6.0]
- 5.22.A SUGGESTION: *Prewriting*, which moves the author from thinking to writing, is the creating stage and an integral part of the writing process. Any activity that helps to generate, focus, plan, and/or organize ideas can serve as prewriting. Students should be taught a variety of prewriting strategies. Possible strategies include the following:
- | | | |
|---------------------------------|--------------|---------------------|
| prewriting conference questions | idea folders | personal experience |
| real world experience | discussion | reading literature |
| mapping | charting | free writing |
| research | interviewing | brainstorming |
| clustering | cubing | t-charts |
| reporter's formula | listing | graphic organizers |
- 5.22.B SUGGESTION: Remind students that the first draft is tentative and may undergo change. Explain that because of the recursive nature of the writing process, more prewriting, simple revising and editing, as well as total abandonment of the piece, may occur during the *drafting* stage.
- 5.22.C SUGGESTION: Show students how to “revisit” their writing during the *revising* stage of the writing process and how to employ revision strategies to improve fluency, clarity, and elaboration.
- 5.22.D SUGGESTION: Remind students that the *editing* stage of the writing process focuses on correcting errors that may distract the reader. Encourage students to read their work carefully to eliminate errors. Provide proofreading tips to guide them through the editing stage.
- 5.22.E SUGGESTION: The *publishing* stage of the writing process should include opportunities for students to reflect on their writing and to share their writing.

- 5.23 THE STUDENT WILL USE VARIOUS PREWRITING TECHNIQUES TO EXPLORE AND REFINES A TOPIC.
(2) [NS: 6.8.1]
- 5.24 THE STUDENT WILL USE VARIOUS PREWRITING TECHNIQUES TO GENERATE AND ORGANIZE IDEAS.
(2) [NS: 6.8.1]
- 5.25 THE STUDENT WILL USE ORGANIZING TECHNIQUES APPROPRIATE TO THE PURPOSE FOR WRITING.
(2) [NS: 6.8.2]
- 5.26 THE STUDENT WILL WRITE NARRATIVE, DESCRIPTIVE, EXPOSITORY, AND PERSUASIVE PARAGRAPHS.
(2, 3, 5, 7) [NS: 5.0, 6.0, 7.0]
- 5.27 THE STUDENT WILL WRITE PARAGRAPHS USING APPROPRIATE STRUCTURE: TOPIC SENTENCE, SUPPORTING DETAILS, AND CONCLUDING SENTENCE.
(2, 5, 7) [NS: 5.0, 6.0, 7.0]
- 5.28 THE STUDENT WILL USE APPROPRIATE TRANSITIONAL WORDS AND PHRASES.
(2, 7) [NS: 6.8.2, 6.8.3, 6.8.4]
- 5.29 THE STUDENT WILL USE ELABORATION STRATEGIES IN WRITING.
(2, 7) [NS: 6.8.4]
- 5.30 THE STUDENT WILL WRITE UNIFIED AND COHERENT COMPOSITIONS WITH A THESIS STATEMENT.
(2, 3, 5) [NS: 6.8.3]
- 5.31 THE STUDENT WILL WRITE MULTIPARAGRAPH COMPOSITIONS: INTRODUCTORY, BODY, AND CONCLUDING PARAGRAPHS.
(2, 3, 5) [NS: 5.0, 6.0, 7.0]
- 5.31.A SUGGESTION: Review the structure of a multi-paragraph essay: Introduction, body, and conclusion. Emphasize that breaking an essay into parts provides a framework for planning and organization. The *introduction* explains the purpose for writing and presents the thesis statement. The *body* presents ideas that support and expand on the thesis statement. The *conclusion* winds up the essay by restating the main idea, stating the significance of the topic, or calling on the reader to take a course of action.
- 5.32 THE STUDENT WILL WRITE COMPOSITIONS IN THE NARRATIVE, DESCRIPTIVE, EXPOSITORY, AND PERSUASIVE MODES.
(2, 3, 5, 7) [NS: 5.0]
- 5.33 THE STUDENT WILL WRITE NARRATIVES THAT REVEAL THE WRITER'S ATTITUDE TOWARD THE SUBJECT AND EMPLOY STRATEGIES SUCH AS RELEVANT DIALOGUE AND PHYSICAL DESCRIPTION.
(1, 7, 14) [NS: 5.8.3]
- 5.34 THE STUDENT WILL WRITE INFORMATIVE PAPERS (COMPARISON/CONTRAST) THAT DEVELOP A TOPIC WITH INTRODUCTORY STATEMENTS, SUPPORTING IDEAS, AND CONCLUDING STATEMENTS.
(2, 5, 7) [NS: 5.8.1]

- 5.35 THE STUDENT WILL WRITE INFORMATIVE PAPERS (CAUSE/EFFECT) THAT DEVELOP A TOPIC WITH INTRODUCTORY STATEMENTS, SUPPORTING IDEAS, AND CONCLUDING STATEMENTS.
(2, 5, 7) [NS: 5.8.1]
- 5.36 THE STUDENT WILL WRITE PERSUASIVE EDITORIALS OR ESSAYS THAT STATE A THESIS AND ARRANGE SUPPORTING DETAILS THAT EFFECTIVELY ADDRESS READER CONCERNS AND COUNTER-ARGUMENTS.
(2, 3, 5, 7) [NS: 5.8.6]
- 5.37 THE STUDENT WILL WRITE RESPONSES TO LITERATURE THAT DEMONSTRATE AN UNDERSTANDING OF THE TEXT AND USE EVIDENCE FROM THE TEXT AS SUPPORT.
(2, 13) [NS: 5.8.4]
- 5.38 THE STUDENT WILL WRITE SUMMARIES THAT PRESENT MAIN IDEAS AND KEY SUPPORTING DETAILS.
(2, 9) [NS: 5.8.5]
- 5.39 THE STUDENT WILL WRITE CAREER AND WORKPLACE COMMUNICATIONS.
(3, 6, 11, 13) [NS: 5.8.2]
- 5.40 THE STUDENT WILL WRITE WITH CLARITY AND EXPRESS IDEAS CONCISELY.
(2, 13, 14, 15) [NS: 5.0, 6.0, 7.0]
- 5.41 THE STUDENT WILL APPLY STANDARD ENGLISH USAGE AND MECHANICS TO COMMUNICATE CLEARLY AND EFFECTIVELY IN WRITING.
(5) [NS: 5.0, 6.0, 7.0]
- 5.42 THE STUDENT WILL WRITE LEGIBLY.
(2)
6. COMMUNICATION SKILLS
- 6.1 THE STUDENT WILL IDENTIFY AND PARAPHRASE A SPEAKER'S MAIN IDEAS AND SUPPORTING EVIDENCE.
(9, 13) [NS: 8.8.1]
- 6.2 THE STUDENT WILL EVALUATE THE CONTENT AND DELIVERY OF ORAL PRESENTATIONS AND PROVIDE CONSTRUCTIVE FEEDBACK.
(3, 11, 13, 14) [NS: 8.8.2]
- 6.3 THE STUDENT WILL ANALYZE HOW DIALECTS ARE REFLECTED IN SLANG, JARGON, AND LANGUAGE STYLES.
(3, 7, 13) [NS: 8.8.3]
- 6.4 THE STUDENT WILL FOLLOW MULTI-STEP DIRECTIONS TO COMPLETE A COMPLEX TASK.
(1) [NS: 8.8.4]
- 6.5 THE STUDENT WILL USE SPECIFIC AND VARIED VOCABULARY AND APPLY STANDARD ENGLISH TO COMMUNICATE IDEAS.
(5, 8, 11) [NS: 9.8.1]

- 6.6 THE STUDENT WILL SELECT AND USE VOCABULARY AND PUBLIC SPEAKING TECHNIQUES APPROPRIATE TO AUDIENCE AND PURPOSE.
(5, 11) [NS: 9.8.2]
- 6.7 THE STUDENT WILL ORGANIZE AND DELIVER IMPROMPTU AND PLANNED PRESENTATIONS APPROPRIATE TO AUDIENCE AND PURPOSE.
(3, 5, 11) [NS: 9.8.3]
- 6.8 THE STUDENT WILL READ ALOUD OR RECITE LITERARY, DRAMATIC, AND ORIGINAL WORKS.
(11) [NS: 9.8.4]
- 6.9 THE STUDENT WILL GIVE CLEAR AND CONCISE MULTI-STEP DIRECTIONS TO COMPLETE A COMPLEX TASK.
(11) [NS: 9.8.5]
- 6.10 THE STUDENT WILL PARTICIPATE IN CONVERSATIONS AND GROUP DISCUSSIONS AS ACTIVE LISTENERS WHO PROVIDE CONSTRUCTIVE FEEDBACK.
(11, 13, 14) [NS: 10.8.1]
- 6.11 THE STUDENT WILL ASK FOR AND PROVIDE SPECIFIC EVIDENCE IN SUPPORT OF AN OPINION.
(1) [NS: 10.8.2]
- 6.12 THE STUDENT WILL APPLY AN UNDERSTANDING OF AGREED-UPON RULES AND INDIVIDUAL ROLES IN A VARIETY OF DISCUSSIONS AND FORMATS.
(13, 14, 15) [NS: 10.8.3]
- 6.13 THE STUDENT WILL EXPRESS SUPPORTED OPINIONS WHILE CONSIDERING DIVERGENT VIEWPOINTS.
(11, 13, 14, 15) [NS: 10.8.4]
7. RESEARCH SKILLS
- 7.1 THE STUDENT WILL FORMULATE QUESTIONS AND DEVELOP A CLEAR STATEMENT OF PURPOSE THAT LEADS TO INQUIRY, INVESTIGATION, AND RESEARCH OF CROSS-CURRICULAR TOPICS.
(1, 12) [NS: 11.8.1]
- 7.2 THE STUDENT WILL LOCATE AND SELECT RELEVANT INFORMATION FROM MULTIPLE PRIMARY AND SECONDARY SOURCES.
(12) [NS: 11.8.2]
- 7.3 THE STUDENT WILL EVALUATE POSSIBLE SOURCES OF INFORMATION FOR CREDIBILITY AND USEFULNESS.
(12) [NS: 11.8.2]
- 7.4 THE STUDENT WILL DOCUMENT RESEARCH SOURCES USING A GIVEN FORMAT.
(1, 12) [NS: 11.8.3]
- 7.5 THE STUDENT WILL RECORD INFORMATION USING A VARIETY OF NOTE-TAKING AND ORGANIZATIONAL STRATEGIES.
(12) [NS: 11.8.4]

- 7.6 THE STUDENT WILL ORGANIZE AND PRESENT RESEARCH FINDINGS USING APPROPRIATE MEDIA.
(11, 12) [NS: 11.8.5]**
- 8. STUDY/LEARNING BEHAVIORS**
- 8.1 THE STUDENT WILL MAINTAIN AN ORGANIZED NOTEBOOK AND RECORD OF ASSIGNMENTS.
(12)**
- 8.2 THE STUDENT WILL APPLY ACTIVE READING STRATEGIES TO FOCUS ON KEY CONCEPTS IN TEXTS.
(1, 12) [NS: 2.0]**
- 8.3 THE STUDENT WILL TAKE WELL-ORGANIZED NOTES FROM LECTURES, TEXTS, AND VARIOUS MEDIA.
(11)**
- 8.4 THE STUDENT WILL SELECT AND APPLY GRAPHIC ORGANIZERS TO ORGANIZE NOTES.
(12)**
- 8.5 THE STUDENT WILL PRACTICE EFFECTIVE TEST-TAKING STRATEGIES.
(12)**
- 8.6 THE STUDENT WILL APPLY STRATEGIES FOR TAKING STANDARDIZED READING COMPREHENSION TESTS.
(12)**
- 8.7 THE STUDENT WILL APPLY STRATEGIES FOR ANSWERING ESSAY QUESTIONS.
(1, 3)**